# Pre-approved Learning and Assessment Plan

Stage 2 Chinese at Beginners Level

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **C** | **H** | **B** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Chinese at Beginners Level – 20 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Interaction – weighting 30%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Interacting in spoken Chinese  Students participate in a conversation with the teacher in Chinese to exchange information, ideas, feelings, opinions, and experiences about their family, hobbies and interests. Students demonstrate their ability to sustain and initiate an interaction in Chinese using a range of linguistic structures, and to provide sufficient depth and breadth in the treatment of their ideas. | 1, 2 | 1, 2, 3 |  | 3-5 minute conversation with the teacher.  No notes or cue cards permitted, but students may refer to pictures or other support materials. |
| Presentation and Discussion in Chinese  Students present information with the help of a power point on the topic of travelling to China (Experiences). The presentation is of a trip they organised for the class, which includes visiting important historical sites and cultural experiences. Students then respond to questions on the topic. Students provide relevant and content rich presentation and discussion, and demonstrate capacity to convey information accurately and appropriately, and interact successfully. | 1, 2 | 1, 2, 3 |  | Presentation: approx. 2 minutes.  Discussion: approx. 3 minutes.  Cue cards allowed for the presentation.  No notes or cue cards allowed for the discussion, but students may refer to pictures or other support materials. |

Assessment Type 2: Text Production – weighting 20%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Writing in Chinese  After researching, students write a blog on Chinese cuisine. Students demonstrate their ability to write an informative and evaluative blog, suggesting traditional dishes and customs associated with eating certain foods. They convey and support their ideas using a range of language, and use appropriate register and text type conventions. | 1, 2 | 1, 2 |  | Length: approximately 240 characters  Completed over two weeks, including some class time.  Dictionaries and notes may be used.  One draft allowed. |
| Responding to Written Texts  Students respond to an email from a pen pal from China. The response is relevant and appropriate in content to the topics and questions in the stimulus text. They convey and support their ideas using a range of language, and use appropriate register and text type conventions. | 1, 2 | 1, 2 |  | Length: approximately 240 characters completed over two weeks, including some class time.  Dictionaries and notes may be used.  One draft allowed. |

Assessment Type 3: Text Analysis – weighting 20%

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| Assessment details | Assessment design criteria | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| I | E | IR |
| Analysing and Interpreting Spoken Texts  Students listen to three to five texts in Chinese which differ in style and purpose, and then they answer questions. Students interpret meaning, analyse the language and reflect on how cultures, beliefs, values, practices, and ideas are represented or expressed in texts. |  | 2 | 1, 2, 3 | Length: 90 minutes.  Students may use dictionaries and/or word lists. |
| Analysing and Interpreting Written Texts  Students read two or more texts in Chinese which differ in style and purpose, and then they answer questions. The combined length of the texts should be approximately 400 characters. Students interpret meaning, analyse the language and reflect on how cultures, beliefs, values, practices, and ideas are represented or expressed in texts. |  | 2 | 1, 2, 3 | Length: 120 minutes.  Students may use dictionaries and/or word lists. |

External Assessment: Examination – weighting 30%

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| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
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| The oral examination assesses primarily student’s knowledge and skill in using spoken Chinese.  Section 1: Oral presentation and discussion  Section 2: Conversation  The 2½ hour written examination has three sections:  Section 1: Listening  Section 2: Reading  Section 3: Writing in Chinese. | Oral examination (approximately 10 minutes).  2½ hour written examination with 10 minutes reading time. |

*Eight to ten assessments.**Please refer to the Interstate Assessed Languages at Beginners Level subject outline.*